



2020-2021 CTE Perkins Reserve Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 20, 2020

NOGA ID

Authorizing legislation

Strengthening Career and Technical Education for the 21st Century Act Section 112©(2)

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, April 20, 2020**.

Application stamp-in date and time

Grant period from **July 1, 2020 to August 31, 2021**

Pre-award costs are not permitted for this grant.

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Focus Area 1: Regional partnership agreement
3. Focus Area 2: Intermediary Partnership Agreement
4. Focus Area 2: Regional Partnership Agreement

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- ☒ LOI application, guidelines, and instructions ☒ Debarment and Suspension Certification
☒ General and application-specific Provisions and Assurances ☒ Lobbying Certification

Authorized Official Name Title

Email Phone

Signature  Date

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2020-2021 CTE Perkins Reserve Program Guidelines.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2021 CTE Perkins Reserve Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- ☒ 6. The applicant provides assurance that they will continue to meet all Statutory Requirements as outlined in their 2020-2021 Perkins Formula Grant, which is incorporated by reference.
- ☒ 7. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study including higher education programs of study where applicable.
- ☒ 8. Applicants provide assurance that they will submit a Memorandum of Understanding (MOU) detailing the relationship between the institute of higher education, the LEA, and business and industry partner(s) within 90 days of the grant start date. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the students.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

Mitchell County Career Academy (MCCA) is committed to providing high-poverty students with access to college and career pathways towards high-paying jobs in areas aligned with regional workforce needs. To that end, MCCA will eliminate existing courses that are not aligned to the realities of the local workforce and intensify focus on 3 high-demand courses that lead to reliable living-wage jobs: Education; Welding/Manufacturing; and Nursing. Offering additional coursework in fields that are not in high demand is counterproductive to MCCA's Mission. Rather, a strong focus on recruiting and enrolling students in high-demand fields will rectify this incongruity. The 12-month objective of MCCA is to expand programming reach to include one additional LEA, connecting at least 175 students to these high-demand career pathways.

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

Our goal is to connect students to college and career pathways that lead to high-paying jobs aligned with regional workforce needs. Our 1-year objective is to expand programming to include one additional LEA, connecting at least 175 students to high-demand career pathways. Strategies include paring offerings down to 3 pathways aligned to the most recently published list of "High Demand Jobs" for Mitchell County. Expanded partnerships with local schools and increased recruiting efforts will focus on enrolling students in Education; Welding/Manufacturing; and Nursing career pathways.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

Benchmark 1: By the end of the 1st quarter, MCCA will enroll a minimum of 175 students attending the targeted schools in Education; Welding/Manufacturing; and Nursing career pathways. BM 2: By the end of the 2nd quarter, at least 95% of students will be retained. BM 3: By the end of the 3rd quarter, at least 85% of MCCA students will achieve passing grades in their courses; BM 4: By the end of the 3rd quarter, at least 95% of students will be retained. BM 5: By the end of the 4th quarter, at least 85% of MCCA students will achieve a passing grade. Colorado ISD will contract with a qualified third-part evaluator to ensure ongoing, accurate and objective monitoring and reporting of progress towards attainment of our intended goals and benchmarks. The evaluator will be a PhD-level researcher with experience evaluating college- and career-readiness initiatives. Our evaluation plan is based on a continuous improvement model that includes defined goals, monitoring, and timely adjustments as appropriate. Evaluation will utilize a mixed-methods approach and quarterly progress reports to monitor and track performance indicators across multiple dimensions. A process evaluation will ensure programming is implemented with fidelity to the original design. Evaluation will track and report on the following metrics: number of students enrolled, demographic status of enrollees, poverty status, English Language status, special needs or disability status, type of course taken, student retention rate, student academic performance; and student career pathway, among other data as determined to be appropriate.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

Of the \$782,654 request, \$223,654 will support Payroll (6100) 1.0 FTE Career Counselor at \$75,654; a full-time Facilitator for each LEA (4.0 FTE) to serve as program liaison (\$35,000 per FTE); and a Bus Driver @ \$8,000; \$237,000 in contracted services (6200) for professional development (\$10,000); evaluator at \$22,500 per quarterly progress report x 4 plus \$2,000 for travel (\$92,000); an Outreach Specialist @ \$20,000; and tuition for 175 students @ \$115,000; \$304,000 in supplies and materials (6300) - books and supplies for 175 students @ \$62,000; 175 laptops @ \$800 = \$140,000; welding equipment and supplies @ \$42,000; nursing-related supplies at a cost of \$15,000 per LEA x 4 = \$60,000; and \$18,000 in Other Operating Costs (6400) ; \$2,000 for local travel; \$6,000 for bus wear and tear and \$10,000 for required travel for program leadership. Adjustments will be made based on formal and informal feedback obtained from QPRs, students and other stakeholders.

TEA Program Requirements

1. Focus Area 1 - Texas Regional Pathways Network Planning Grant

The applicant must identify --in partnership with all LEAs included in the application, a public institution of higher education, employer partners, and local workforce development board, economic development agency, and/or chamber of commerce --high-wage and in-demand occupations and TEA approved [statewide](#) or [regionally](#) approved CTE programs of study that lead to these occupations. Regional labor market information must be included in the application demonstrating how the CTE programs of study were identified. Applicants may use [LWDA Labor Market Information and Resources](#) from TEA to demonstrate labor market alignment.

Not applicable

2. Focus Area 1 - Texas Regional Pathways Network Planning Grant

The applicant must provide a sample crosswalk that identifies secondary and postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. The crosswalk should align to higher education program of study curricula where applicable and also demonstrate how the program of study can lead to a bachelor's degree.

Not applicable

TEA Program Requirements (Cont.)**3. Focus Area 1 - Texas Regional Pathways Network Planning Grant**

The applicant must identify strategic partnerships already in place that provide an advantage in implementing the proposed project/initiative. Strategic partnership examples include, but are not limited to: JET Grant, Internship Challenge, Texas Industry Partnership, Jobs Ya'll, Talent Connection, P-20 Councils, TWC Career Specialists, 60x30TX Regional Target Advisory Groups, etc.

Not applicable

4. Focus Area 2 - Texas Regional Pathways Network Implementation Grant

The applicant must demonstrate how grant funds will be used to increase the number of participating LEAs (and other partners, as appropriate) partnering to provide at least one TEA approved [statewide](#) or [regional](#) CTE program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board. Applicants may use [LWDA Labor Market Information and Resources](#) from TEA to demonstrate labor market alignment.

Perkins funds will be used to add one additional LEA (Ira Independent School District) to MCCA. Although not in Mitchell County, Ira ISD is adjacent to Mitchell County and does not have the resources or required partnerships (e.g., intermediaries, etc.) to implement a CTE program on its own. In addition to all returning business partners, Ludlum Measurements will be a new partner. As noted, MCCA students will be pursuing 1 of 3 high-wage, in-demand occupations (Education; Welding/Manufacturing; and Nursing) as determined by the West Central Texas Workforce Development Board. Per data provided by WCTWDB, Education shows a 10-year growth projection of 20.40%, with an average annual salary of \$47,100; Welding/Manufacturing shows a 10-year growth projection of 17.90%, with an average annual salary of \$42,500; and Nursing shows a 10-year growth projection of 24.10% and an average salary of \$62,500. All figures provided by the West Central Texas Workforce Development Board illustrate regional growth and regional average salaries.

5. Focus Area 2 - Texas Regional Pathways Network Implementation Grant

[Or] The applicant must expand the number of CTE programs of study that span secondary and postsecondary education and include an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board.

MCCA is not seeking to expand the number of CTE programs of study. Rather, we intend to increase the number of participating LEAs and other partners. All three CTE programs were determined based on extensive discussion with our current and new MCCA partners, local/regional employers, students and parents. This was in addition to analysis of data provided by the WCTWDB. All 3 CTE pathways include the 7 key components of high-quality college and career pathways, which include: 1. Alignment with high-wage, in-demand labor market information (greater than \$35,339 annual salary and greater than 17% annual growth for the state); 2. Links between secondary and postsecondary education with multiple entry and exit points; 3. Credentials and degrees with value in the labor market; 4. Integration of rigorous academics and career-focused learning; 5. Strong college and career advising and counseling supports; 6. Continuum of work-based learning experiences; and 7. Cross-sector partnerships.

TEA Program Requirements (Cont.)**6. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must describe the capacity of the designated intermediary organization to carry out the functions related to this role, including --but not limited to --convening cross-sector stakeholders, supporting regional education and workforce development initiatives, working with educators and employers to create work-based learning experiences and place students in them, and collecting data to evaluate program outcomes and plan for continuous improvement.

The West Central Texas Workforce Development Board ("the Board") is our project intermediary. The mission of the Board is, "Providing resources for good jobs, strong employers, and a healthy regional economy." To that end, this involves participating in broader community initiatives to promote an educated and skilled workforce to meet needs the of employers. As such, the Board is fully prepared to fulfill the roles and responsibilities as the designated intermediary organization. The Board's Employer Engagement Committee (which is is tasked with increasing employer participation with the local workforce system) will be responsible for convening cross-sector stakeholders working with educators and employers to create work-based learning experiences for MCCA students. All project partners have signed a comprehensive data sharing agreement where relevant student- and program-level data will be shared across partners for the purpose of monitoring and reporting project progress and to use feedback to refine, strengthen and improve the project approach as appropriate. No individually-identified student information will be included and all personal student information will be coded to ensure privacy.

7. Focus Area 2 - Texas Regional Pathways Network Implementation Grant

The applicant must provide, for all pathways, crosswalks that identify secondary and postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. The crosswalk should align to higher education program of study curricula where applicable and also demonstrate how the project can lead to a bachelor's degree.

As noted, the 3 pathways include: Education; Welding/Manufacturing; and Nursing careers. The Applied Engineering (Welding/Manufacturing) 5-year Career Pathway is as follows: Participating College (Texas State Technical College); Certificate (Structural Welding); Degree earned (Certificate 1); Classes - 9th grade (English 1, Algebra, World Geography, Biology, PE/Athletics/Band, Spanish 1, Business Information Technology, Principles of Agriculture, Food and Natural Resources); Classes - 10th grade (English II, Geometry, World History, Chemistry, Fine Arts, Spanish II, Elective, Agricultural Mechanics and Metal Technologies); Classes - 11th grade (English III, Algebra II, US History, Anatomy and Physiology, 3 Electives) and 2 dual credit classes for certificate (Ag Structures Design & Fab/ WLDG 1407 Intro to Welding, and Ag Structures Design & Fab/ WLDG 1313 Blueprint Reading); Classes - 12th grade (English IV, Financial Math or Pre- Cal, Government, Economics, Physics; 4 Electives) and 2 dual credit classes for degree (Practicum in Ag/ WLDG 1428 Into to Metal Arc Welding and Practicum in Ag/ TECM 1303 Technical Calculations). An optional 5th year includes Semester 1: WLDG 1417 (Intro to Layout and Fabrication), WLDG 1434 (Intro to ARC Welding), WLDG 1457 (Intermediate Shielded Metal Arc Welding); and Semester 2: WLDG 2413 (Intermediate Welding Using Mult. Processes); WLDG 2435 (Advanced Layout and Fabrication), and WLDG 2443 (Advanced Shielded Metal Arc Welding).

Education students will complete at least half of their core academic requirements for an A.A. in Teaching before graduation, as well as six hours of EDUC classes. Welding/Manufacturing students will complete the Level I certificate within six months of graduation, and could achieve Level II or an Associates of Welding Technology within two years. Nursing career students could become an LVN within 12 months of graduation. They could also pursue an A.A.S. degree.

TEA Program Requirements (Cont.)**8. Focus Area 2 - Texas Regional Pathways Network Implementation Grant**

The applicant must identify strategic partnerships already in place that provide an advantage in implementing the proposed project/initiative. Strategic partnership examples include, but are not limited to: JET Grant, Internship Challenge, Texas Industry Partnership, Jobs Ya'll, Talent Connection, P-20 Councils, TWC Career Specialists, 60x30TX Regional Target Advisory Groups, etc.

In deploying MCCA, Colorado ISD is partnering with existing partners Westbrook ISD and Loraine ISD, all of which participated in Colorado ISD's Focus Area 1, 2019-2020 Perkins Reserve Grant. These LEAs will participate in our Focus Area 2 initiative, as will Ira ISD, which will be our new LEA partner. As previously noted, Ludlum Measurements will be our new business partner. Ludlum will provide job shadowing opportunities, internships, speakers and more, for students in the Welding/Manufacturing pathway. Mitchell County Hospital will be returning as an MCCA partner, providing job shadowing opportunities, internships, speakers and more, for students in the Nursing pathway. LEAs will provide similar opportunities for students in the Education pathway.

Western Texas College (WTC) and Texas State Technical College (TSTC) are the two colleges that will again be MCCA partners, as will Region 14 ESC and the West Central Texas Workforce Development Board (our intermediary organization). In addition, MCCA will include the business partners below, which will provide speakers, worksite visits and other opportunities for students. While all of these business partners are not directly related to the 3 MCCA career pathways, they all provide opportunities for students to hone their professional skills and soft skills, all of which will equip them to achieve their best performance in the workforce. These partners include: Blattner Energy (solar and wind); Colorado City Record (media outlet); Ty J Wood (law firm); Lenore's Salon (salon); C-City Printing (printer); KUMC/KAVM (radio); Strain Ranch (ranch); Medicine Place Pharmacy; Big Spring Education Employees Federal Credit Union; Sterling T. Burleson (law firm); CS Well Service; City National Bank; and Duenez Welding.

9. Focus Area 2 - Texas Regional Pathways Network Implementation Grant

The applicant must develop and submit a proposed sustainability plan to ensure that the applicant will continue to meet the goals of the grant after the end of the grant program.

Colorado ISD and each of its project partners is committed to supporting MCCA beyond the one-year, grant-funded project period. Perkins grant funds will cover the expenses necessary to support MCCA during year one. CISD and its school district partners will continue to fund administrative, support personnel and teacher salaries beyond the grant-funded project period. The districts will also cover any ongoing technology costs as well. Some additional program expenses will be covered by local and state per-pupil allocations. Within three months of funding award, the MCCA Advisory Board will finalize a plan for sustaining MCCA for years to come. This will include finalizing a sustainability budget, along with potential local, state and federal sources for additional funding. Next the Advisory Board will prioritize the prospects and create a list of action items, roles and responsibilities, and timelines for approaching each. Moving forward, the sustainability plan will be reviewed and updated every six months. The school districts will seek to cover additional expenses through their general budgets.

In addition, all project partners are committed to sustaining this initiative beyond the grant-funded project period. To that end, all project partners have agreed to sustain their partnerships and involvement in MCCA for the long-term. Finally, CISD plans to provide ongoing, job-embedded professional development for MCCA teachers and key personnel throughout the grant-funded project period and beyond (at least 20 hours per year). This will ensure that personnel are equipped with the skills and knowledge necessary to ensure the program's success while building capacity to sustain MCCA. To transfer knowledge and skills to new personnel, new hires will be paired with an experienced person who will work with the individual one-on-one for a period of at least six months. Professional Learning Communities (PLCs) will ensure the sustainability of professional development activities by sharing resources and transferring knowledge to new and existing personnel.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the program?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☒ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☒ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	946
2. Enrollment of all participating private schools	0
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	946
4. Total current-year program allocation	0
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	0
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	0
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	0
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	0

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section	Reason for Amendment
<div></div>	
<div></div>	
<div></div>	
<div></div>	
<div></div>	